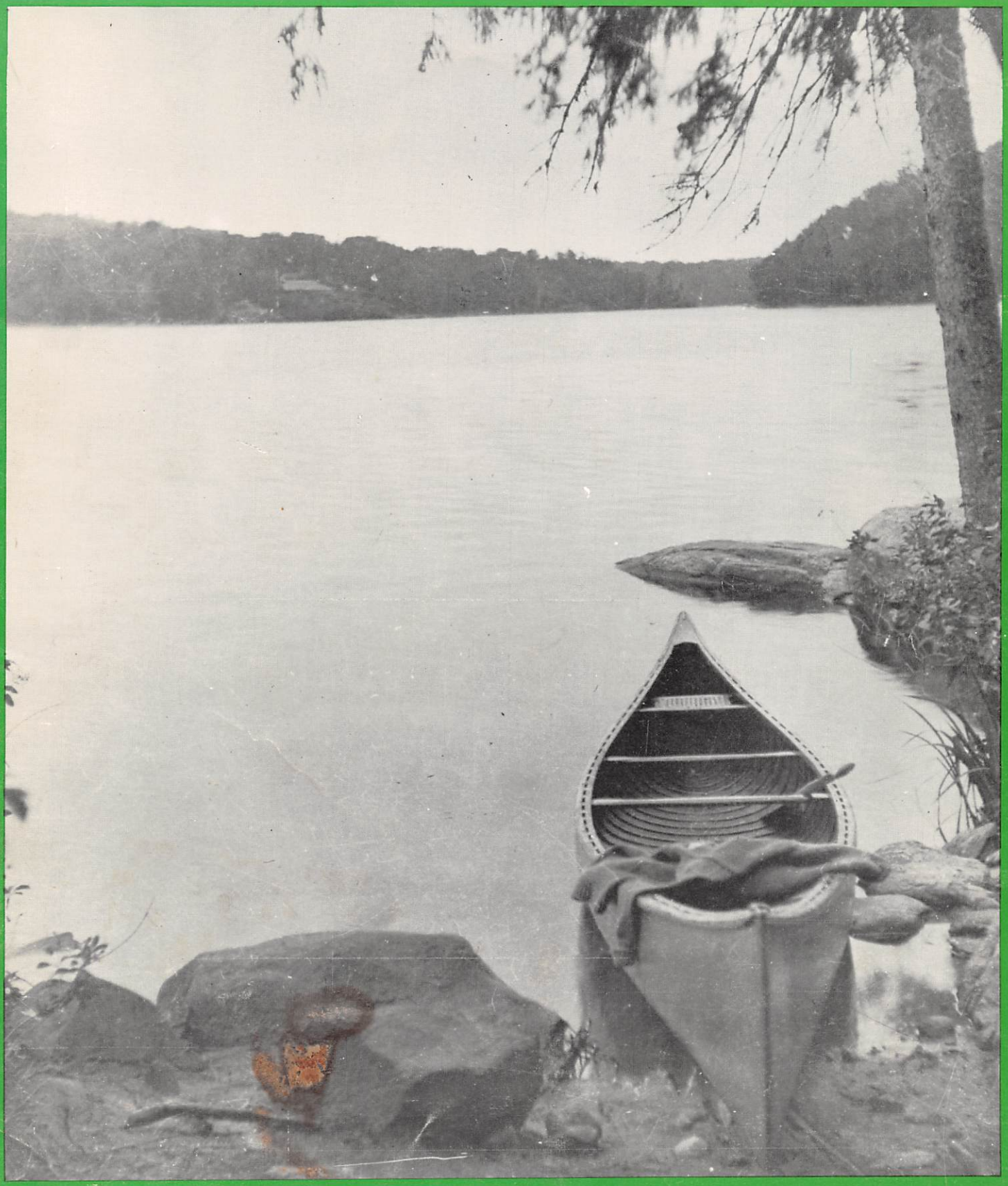
CANADIAN CAMPING

OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION
L'ASSOCIATION DES CAMPS DU CANADA — OFFICIAL PUBLICATION OFFICIELLE —



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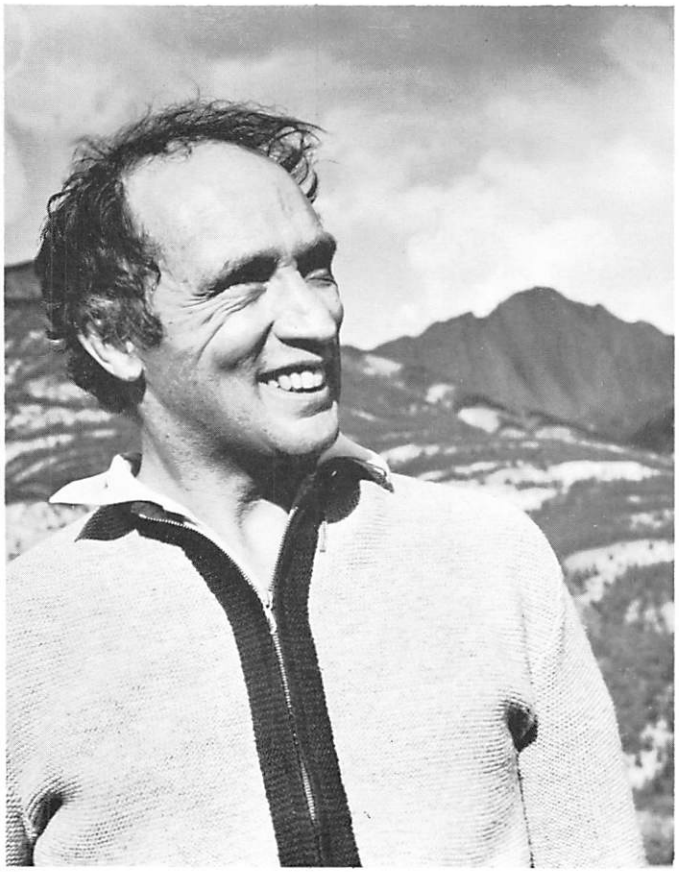
EDITORIAL



PRIME MINISTER, PIERRE ELLIOTT TRUDEAU

CANADA

PRIME MINISTER · PREMIER MINISTRE

Canoeing down a fast moving stream, the smell of a smoking campfire, the fresh air of early morning in the woods. These are some of the happy and nourishing experiences that many of us have shared.

Nature provides us with an opportunity for enjoyment, solitude and self-renewal. How fortunate we are to live in a country so abundantly blessed with unspoiled streams, forests and mountains!

To the readers of CANADIAN CAMPING, I am pleased to send my greetings and best wishes.

Pierre Elliott Trudeau

O t t a w a,
1 9 7 0.

CANADA

PRIME MINISTER · PREMIER MINISTRE

Un canoë qui bondit au milieu des rapides, l'odeur inoubliable d'un feu de bois et la griserie d'un réveil matinal au creux d'une clairière: ce sont là des moments privilégiés que plusieurs d'entre nous ont vécus.

La nature apporte à ceux qui l'aiment et la fréquentent des joies innombrables, et l'occasion, dans le silence et la sérénité, de se renouveler soi-même. Quelle chance de vivre dans un pays où abondent autant de rivières, de forêts et de merveilleuses montagnes!

Aux lecteurs de CANADIAN CAMPING, je présente mes plus cordiales salutations.

Pierre Elliott Trudeau

O t t a w a,
1 9 7 0.

NEWS FROM THE PROVINCES

BRITISH COLUMBIA

Camp visitation toward accreditation progressing slowly with ten camps visited to date.

An exhibit was placed in the Pacific Outdoor and Sports Show last May by the Association. It was co-ordinated by Mrs. Pat Russell and staffed by various members of the Association. The purpose being to interest the general public in organized camping.

Last May a "Nature Discovery Weekend" was sponsored by the B.C. Camping Association at which time the discovery approach to nature lore was the theme. It gave camps that have had trouble in getting nature programs under way a new approach to this program area.

The School Camping has been started in many areas in B.C. West Vancouver School Board has launched a full time "Science Camp" for Grade 7 Students using the Salvation Army Camp Sunrise at Laugadle. This has been co-ordinated by Ed. Jackson of West Vancouver School Board. Miss Janna Taylor was the onsite program director.

Vancouver School Board in co-operation with the Board of Parks and Public Rrecreation have launched a 31 week experimental school program. The grade 7 children from Vancouver Schools use Camp Capilano in North Vancouver. The program is directed by Jack F. Way, now the full time director of the camp. Volunteer counsellors and cooking staff from grade 12 classes are working with the program.

North Vancouver School Board have held a number of experimental "Outdoor Schools", using the United Church Camp Fircom on Gambier Island. This program has been co-ordinated by Don Robertson of the North Vancouver School Board.

An adhoc committee now formally called the B.C. Camping Outdoors Association was organized by Mrs. Dick Ramsay. This committee which is not sponsored by any particular organization is made up of people concerned about camping. Organizaitons included are: University of British Columbia, Simon Fraser University, B.C. Teachers Federation, B.C. Camping Association, B.C. Wildlife Federation, Canadian Wildlife Service, West Vancouver School Board, Canadian Youth Hostels, University of Victoria, Community Programs Branch, North Vancouver School Board, Boy Scouts, Vancouver School Board, Vancouver Parks Board and Y.M.C.A. The Committee has been instrumental in preparing resource lists and materials on Outdoor Education and has acted as a co-ordinating committee of camping activities and other concerns in the field of Outdoor Education.

Mr. Grant McKeen, formerly of Edmonton, Alberta, is now established in Vancouver with Youth Resources Inc., and is operating his own camp in the Okanagan for emotionally disturbed boys.

The plans for 1970 include the first of what will be an annual conference for Camp Directors and Administratiors which is slated for April 10th and 11th in Vancouver.

MANITOBA

MCA Proposals to Government

In January MCA presented a brief to the Government of Manitoba. In the brief MCA stated its readiness to employ 300 university students and to provide a camping experience for over 3,000 "core area" children. This brief was submitted in response to a request from the government to propose a plan for meaningful summer employment for students, and a plan whereby more "core area" children could gain a camping experience. To date there has been no response to our brief. On the contrary, indications are that our government is planning its own program at almost twice the cost to the Manitoba tax payers as it would cost to operate a program in co-operation with existing camps. Recently MCA has submitted a second brief asking the premier to set up a substantial Campership Fund to provide opportunity for "core area" children to attend camps.

Day Camp Standards

We are presently working on Desireable Practices and Standards for Day Camps in this province. Day Camps will be visited and give opportunity for accreditation this summer.

Kirk Wiper to MCA Conference

MCA has just completed a very successful annual conference with Kirk Wiper as key resource person. Kirk created "Camp Bison" giving camp directors and senior staff people many practical administrative and program ideas. Hopefully no-one was "Buffaloed".

Canoe School Comes West

The services of Mr. Claude Cousineau, Mr. Kirk A. W. Wiper and Mr. Gerry Fassett have been secured to conduct a Canoeing Instructor School at YMCA Camp Stevens, June 2-9, 1970. The course will be sponsored by the Canadian Camping Association, University of Ottawa, Fitness and Am-

ateur Sport Branch, Department of National Health and Welfare. Applications from persons 17 and over with a basic understanding of canoeing are invited for the course.

Brigade '70

The Manitoba Centennial Corporation has planned two brigades, one originating in Kenora, Ontario, the other in Grand Forks, North Dakota; both will terminate in Winnipeg on July 14. This is an open event for those who have their own canoe and tripping equipment. Hundreds of canoeists are expected to participate, reliving part of the history of our province.

ONTARIO

Members of O.A.C. are now in the process of evaluating their recent Directors' Conference, and plans have already been started for the 1971 Conference at the Skyline Hotel on March 4, 5, 6th.

The most impressive Ontario function was the Counsellors' Conference which was held at York University on May 9th. 1,200 delegates attended the day long blitz covering practically every topic of camp life.

Several Training Sessions will be held for Counsellors and Instructors during the latter part of June. Specifically there will be courses in Water Skiing, Canoeing and Tripping and a combined course sponsored jointly by the Royal Life Saving Society and The Ontario Red Cross.

Stanley Burke, who is known across the country as the ex-voice of the National News was the guest speaker at the O.C.A. Annual Meeting April 29th. Mr. Burke and members of Pollution Probe introduced an exciting programme which will brjng Ontario Camps into the fight against pollution.

The Society of Camp Direrctors met again in April, at which time papers were presented by Mr. Don Groff on Intercultural Camping and Dr. Bruno Morawetz on Drugs. The Society welcomes applications from Camp Directors across the country. Requests for information should be forwarded to — Mr. Stan Wild, P.O. Box 173, Station "S", Toronto 20, Ontario.

Speaking of Stan Wild, after an absence of several months, he has returned to the O.C.A. office as Executive Secretary.

Ron Johnstone who is National Chairman of Standards has now found a co-chairman, in the person of Al Goodman, to assist in the O.C.A. programme. The two of them will be working together in implementing a new set of Mandatory Standards — Over 20 items are mandatory for a Camp to be an accredited member of O.A.C. The year 1970 therefore will be a big year in our Standards Programme.

Sorry the names were mixed on the cover of the last issue! — Ed.

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UNIQUE OUTDOOR EDUCATION

by William J. Babcock, Camp Richildaca

When selecting facilities which may be used for an Outdoor Education program I look for activity areas, dining facilities, sleeping quarters, and administrative facilities. All schools have their own administrative personnel and facilities so that this aspect becomes a secondary consideration. I think it is probably safe to say that all camps can offer the other requirements. I have made a practice of visiting several camps during the past two summers and each of them would have been acceptable for an unique school Outdoor Education program.

At our Camp Richildaca we have operated the following variety of programs in the past dozen years.

—Canoe trips
—Training programs in canoe skills
—Water safety programs
—Resident Art camp
—Biology and Natural Science
—Work-study with 4-year technical students
—Geography regional study
—Leadership Training with vocational students
—La Maison Francaise — a resident French language camp
Junior High School students with camping and geography
—Senior Elementary students in an interdisciplinary day experience
—Grade 2-5 for day long experiences
—Preschoolers for ½ day experiences

Two schools have used our facilities for training their students in the skills of swimming, canoeing, campcraft, water safety, etc. prior to canoe trips. In fact they used the test results of their training as one criterion for selecting the trippers. We have also assisted several schools in outfitting for canoe trips. Richmond Hill High School has developed an 'Outfitters Club' to provide information, maps, routes, and tips to groups planning canoe trips. This same school has been sending out trips since 1958, initially through our camp, but lately

Continued on page 18

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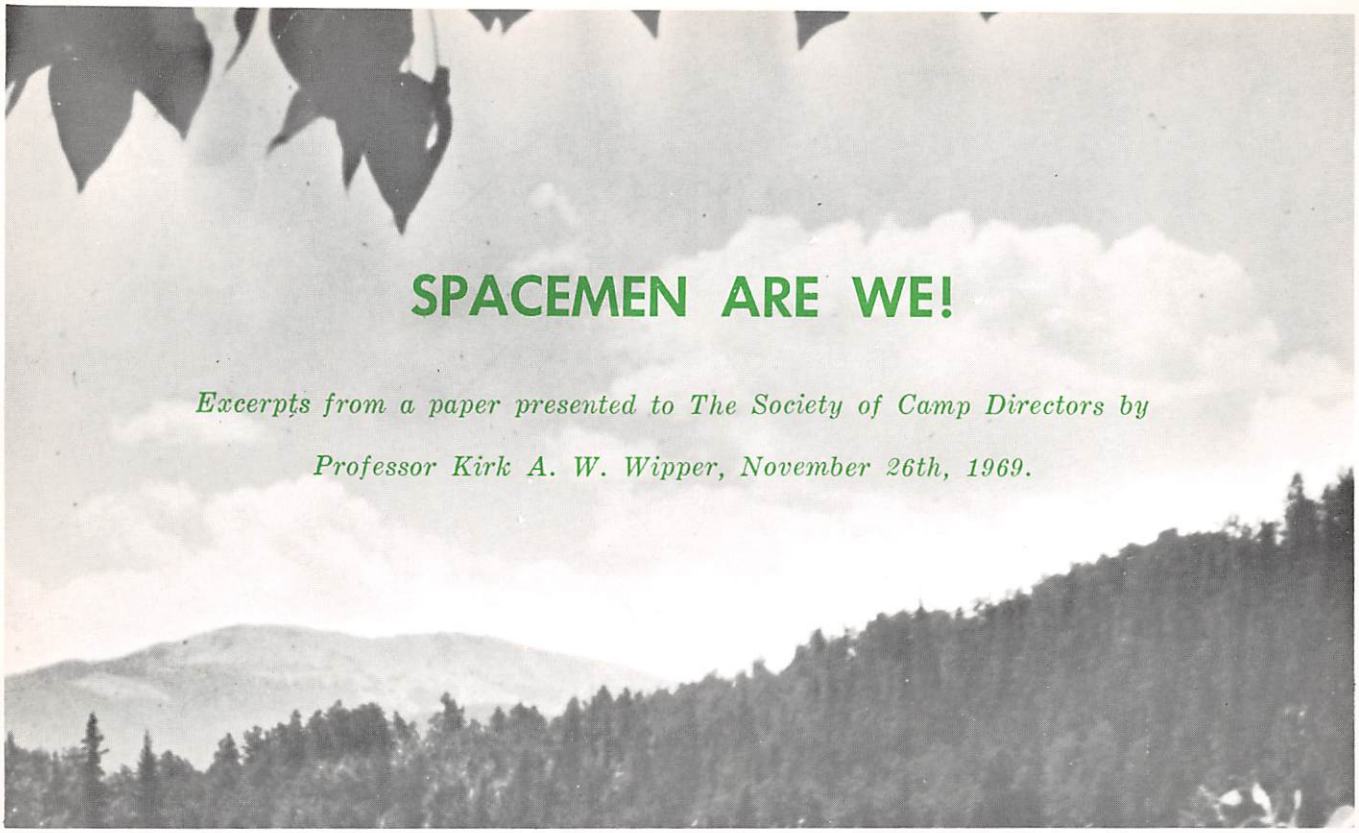


SPACEMEN ARE WE!

Excerpts from a paper presented to The Society of Camp Directors by

Professor Kirk A. W. Wipper, November 26th, 1969.

Very recently we all witnessed with great admiration and aprehension the splashdown of Apollo XIII, another remarkable feat in the space age. Day be day we become more aware of the growing concrn over the renewed predictions regarding serious threats to man's survival which stem from widespread environmental abuses and misuses. At the same time there are more and more warnings being issued regarding the plight of our large urban areas. The Globe and Mail on its front page carried a statement by Milton Eisenhower outlining the probabilities of present trends in the large urban concentrations of people. Already the situation has reached crisis proportions in many of the larger cities. In our own federal provincial discussions there was a definite interest in placing urban problems high on the agenda priorities.

The above three observations can each be identified in space terms. The first, obviously, represents another step in the spectacular space adventure. The second may be classified as middle space or the natural environment which sustains man both physically and spiritually. The third which is undoubtedly the greatest frontier of all is the inner space — that which lies within each of us.

It is not surprising that outer space assumes its dramatic and prior attention because it represents what most people feel is the lost jungle city or the Northwest Passage of our time. After all, this planet's wilderness has been explored and charted; the primitive tribes have been studied; the ancient civilizations have been uncovered; and even the undersea regions have been investigated. In the enthusiasm for probing into that infinite unknown, the outer space, there is a temptation to overlook the immediate, urgent problems related to the middle and inner spaces. Their proximity has perhaps rendered them less adventurous than what seems to be awarded to outer space projects. Nontheless the middle and inner spaces are the immediate and real concerns of today and tomorrow and in these the children's camping movement has a front line challenge, opportunity and responsibility.

In reference to the middle space two basic facts should be identified and understood. One is the remarkable and persistent population increase especially in areas which can least sustain them. The other lies in the explosive advance of technological skills and innovations which provide many advantages but at the same time inflict increasing harm on the environment in a shorter period of time than ever before.

The Conservation Council of Ontario, in which our O.C.A. participates, recently reported that there were between 500 and 600 chemical poisons being applied in the United States. In this country, roughly 70 million pounds of those poisons are used each year. This is impressive when it is recognized that there is so little experience or information regarding the long-range effects of those chemicals. The situation approaches crisis proportion when research reveals that the short-range effects are also seriously damaging. The recent recall of D.D.T. is an example of a major admitted error.

Continued on page 24

L'ACCREDITATION DES CAMPS, TREMPLIN VERS L'EXCELLENCE

par Lionel Perras, President de L.A.C.Q. - C.A.

1. DEFINITION DE L'ACCREDITATION.
Ce terme est un americanisme. En prenant ce terme dans le sens le plus communement admis, l'accreditation, c'est: LA RECONNAISSANCE OFFICIELLE, par **un organisme competent** et **reconnu, du serieux des objectifs** que s'est fixes une institution et de **la valeur des moyens** qu'elle utilise pour atteindre ces objectifs.
Comme cette definition l'indique, c'est en fonction d'objectifs precis a atteindre et des moyens utilises pour le faire qu'un camp est accredite.

2. POURQUOI PARLER D'ACCREDITATION?

Ce fut l'une des premieres preoccupations des fondateurs de l'ACQ en 1958. Ce desir des directeurs de camps depuis le debut n'est pas equivoque; il suffit de relire les proces-verbaux des assemblees. Depuis 1958, des directeurs se sont efforces d'etablir des normes avec lesquelles les camps seraient accredites.

Il faut louer le travail laborieux et ardu accompli dans le passé par les dirigeants de l'ACQ et a l'american Camping Association. On le savait imparfait; les visiteurs ont pu le constater.

Le temps semble etre arrive ou les camps doivent etre reconnus officiellement comme des milieux d'education ou regne la QUALITE. Les parents et les corps intermediaires ou le gouverment risquent de porter des judgements qui ne sont pas a l'honneur des camps ni de l'Association des Camps.

L'Association fournit aux camps avec le texte des normes actuelles dernierement traduites de la QCA, un instrument percieux mais tres exigeants; il appartient maintenant aux directeurs et directrices de camps d'utiliser cet instrument. Ce sont **les camps qui feront leur propre accreditation,** le **visiteur va la constater.**

3. LES CARACTERISTIQUES DE L'ACCREDITATION

Les exigences de l'accreditation resident dans les caracteristiques suivantes que nous pouvons degager d'une observation des camps visites au cours de l'ete 1966 et du texte des Normes:

1—Un personnel dont la formation respecte les normes de qualifications et d'age. Un personnel dont les membres sont assez nombreux pour constituer une equipe stable. Cette caracteristique aura aussi l'avantage de creer chez les moniteurs, un fort stimulant qui les incitera a se preparer davantage.

2—Une administration efficace et creatrice, ou le directeur possede la pleine responsabilite sur la marche generale du camp.

3—Un programme d'activites et des previsions a longs termes qui visent a donner une maturite au camp.

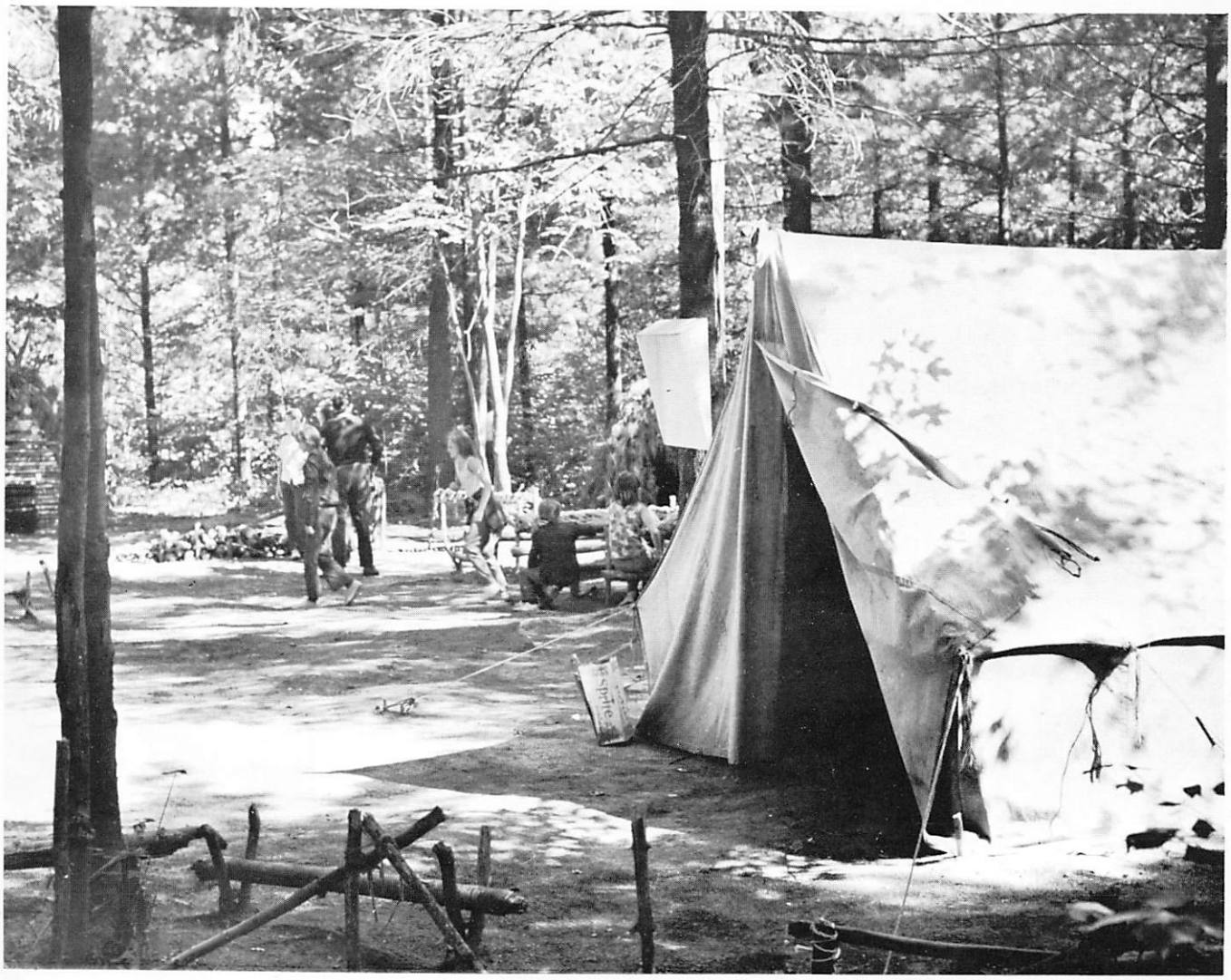
4—Des locaux dont les plans et l'equipement servent bien l'education a donner.

5—Un souci d'identite propre, un sentiment de prestige, difficiles a atteindre si on n'oeuvre pas dans des locaux fonctionnels, appropries et convenables qui rencontrent les exigences des normes d'hygiene et de securite.

6—En theorie et en pratique, offrir un programme d'activites dont les normes tant sur le plan physiologique que psychologique sont respectees.

7—Des conditions d'emploi qui assurent le recrutement et la stabilite d'un personnel. Ceci supposent des salaires et retributions conformes aux usages des camps.

8—Des statuts, approuves par le Conseil d'Administration du camp, qui definissent l'organigramme du camp et qui delimitent les



fonctions et responsabilites de chacun: celles des membres de la direction, des employes, des moniteurs et monitrices, etc. Ces statuts devront codifier les termes et les conditions d'emploi.

9—Une politique d'admission des campeurs et de relations avec les parents.

10—Des normes d'adminstration financiere (budget, comptabilite, rapport financier, achats) qui accelerent les affaires du camp et qui permettent aux autres administrateurs d'etre informes et d'exercer les controles necessaires.

11—Des administrateurs et administratrices qui comprennent et acceptent leurs responsabilites et qui soient, face a la population, les interpretes les plus enthousiastes et les mieux infomes.

Voila les caracteristiques a analyser qui pourraient servir de criteres a l'evaluation des camps en vue de l'Accreditation.

4. LES ETAPES DE L'ACCREDITATION

Quelles sont les etapes a suivre pour arriver a l'accreditation? Il y a deux phases principales: La **definition des objectifs** du camp et une **auto-critique** du camp. Les deux sont necessaires et importantes et toutes deux difficiles a analyser. Ce travail incombe aux dirigeants du camp; ils doivent rechercher en equipe avec le personnel le pourquoi de l'etablissement du camp.

1—La definition des objectifs du camp.

Quelle mission precise le camp veut-il poursuivre dans le milieu ou il s'insere?
Veut-il donner une orientation ou une specialisation en sciences naturelles, en education physique, en musique, en equitation, etc.?

Veut-il au contraire offrir aux campeurs des activites generales avec une insistance sur une activite particuliere? Ne serait-ce pas

Continued on page 29

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Rainbow rapids reckless riding
Listless lilies, lagging . . . leaning . . .
Silver pools, silent paddles

Lift and lower stretch and swing muscles taut and backs are aching burning sun and shimmering waters —

The portage is drawing near

Shaded forests, shadowed feelings
Pitiless pathways — pushing pulling
Willowed woodlands, wordless wonder . . .
Shaded forests, shadowed feelings

Feet are rushing running falling packs are dropped and tents are propped setting sun and cooling waters —

The end of day is almost here

Patient darkness, peaceful dreamings
Softened cedars, soothing silence
Nestling night, knowing numbness . . .
Patient darkness, peaceful dreamings

by Lela Shepley

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"RELATIONSHIPS OF CAMPING TO EDUCATION"

delivered to
Annual Conference
of
Newfoundland & Labrador Camping Association
April 26th, 1969

by
Sister Mary Nolasco Mulcahy, RSM, Ph.D.
Principal
St. Bride's College, St. John's, Newfoundland

The title of this paper suggests the need for a definition of education which encompasses within its scope a consideration of camping. A very simple but comprehensive definition might be this one: Education is the total development of a human being in his total environment. Again, in speaking of education one assumes that certain fundamental questions are to be asked and, if possible, answered. Who is to be educated? What is the purpose of education? What are the aims and objectives? How are these aims and objectives to be achieved? What curriculm best serves these aims and objectives? How is subject matter to be taught? Who are the educators?

If we assume that man is a physical, intellectual, social, moral, and spiritual being, then education is concerned with all these facets of his development. The philosophical and phychological principals which operate in a school situation have relevance for camping; human nature is the same everywhere. The boy or girl who comes to camp is no different from the boy or girl who comes to school and the educational situation is a miniature form of the school in a less formal fashion.

Education is concerned with physical development and this is much more than developing muscular strength and physical prowess. It is concerned with sharpening one's sense perceptions, instilling an awareness of one's physical potential, a respect for one's body including one's sexual endowment, and a sensitivity to nature. Camping provides a wonderful opportunity for all those things as campers are in a favourable position to observe nature at close range.

Education is concerned with intellectual development. There is no doubt that intellectual horizons are broadened by camping experiences. Ideas do not come from a vacuum.

Education is concerned with social and moral development. It is as a social agency that camping assumes important educational proportions. Living together as campers boys and girls learn from each others' views and personalities, from contiguity, from personal talk. They learn to share with others, to develop social sensitivities, to give and take, and this they learn, it is hoped, without lasping into social conformity.

Education is concerned, in a Christian context, with spiritual development. Camping provides an opportunity for young people to live in Christian love and respect for one another. In a camp set in a Christian tradition boys and girls learn to live together, to work together, to play together, and to worship together.

The next question concerns purpose in education. It is felt today by educators and other critics alike that we are suffering from the lack of a well-defined purpose in education and in life for that matter. Sir Richard Livingstone puts it this way: "We drift into and through education in a mechanical, automatic, unthinking way, instead of clearly defining to our minds what we wish education to do for us and asking ourselves whether it is doing it and, if not, why not".

What are the implications of this for camping? Are there clear-cut aims and objectives set down? Is there a philosophy of camping with guidelines in evidence? In camping as in education in general one cannot get somewhere unless one has guidelines to direct one in getting there.

Given purpose in education the next task is to devise a curriculm and activities to achieve the purposes. And here enters a philosophy of curriculm planning and construction. Likewise in camping, there should be a definite set of guidelines governing the selection of activities which will help to achieve the aims and objectives of camping. A philosophy of camping should not by any means restrict the campers in their activities. Systematic planning has never been known to curtail efficiency.

In the school situation instructional method forms an important aspect of education. In camping, too, some attention must be given to the techniques of organizing and carrying out activities. Underlying methodology in the classroom are certain psychological principles; these principles are no less important in the camping situation.

The last question to be considered relates to educational agencies. Who shall educate? We are our first educators and self-activity is a **sine qua non** condition for all learning. Camping has ample opportunity to make use of this principle. And just as in a school the role of the administration and the teachers is important to the success of the situation so in camping the camp director and the camp counsellor play a vital role. In the relationship between campers and counsellors there should be the greatest confidence, love and respect with activities planned on a co-operative basis. The only way to work a camp is on democratic principles, and the only way to have these is to develop a philosophy of camping and this implies that certain basic questions be considered.

In conclusion we state questions with the hope that they may provide a basis for discussion. Is there a philosophy of camping? Are there clear-cut aims and objectives? What activities will best help to accomplish these aims and objectives? What is the role of the camp director and camp counsellor? The answer to these questions might well determine how effectively a camp is run.

1 Richard W. Livingstone, **The Future in Education,** Cambridge University Press, 1945, p. 2.

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WHEN STEALING OCCURS AT CAMP

by Elsie Palter

Stealing is a common symptom in childhood. Up to the age of six or seven, how the parent handles an isolated incident is most important. When this occurs, the child has to be helped to understand property rights. The parent should go along with the child to return the stolen item, explain that the child has made a mistake and thereby has learned to respect other's possessions. This incident can serve to help a child learn about honesty and should be the pattern of honesty in the parents' own lives and in their relations with their child.

When there are repeated occurences of stealing, and beyond the age of seven or eight, a problem exists and should be recognized as such. Unfortunately stealing is a frequent symptom encountered by parents who have problems with their children. The attitude towards stealing varies in different cultures; for example, in slum areas of large cities, stealing by children is quite acceptable and condoned, but getting caught is the offence. Gang play in some areas consists of pilfering fruit from the street vendor and is not regarded as undesirable behaviour.

Stealing at home is generally regarded to be due to an unhealthy relationship with the parent or parents and the child is most frequently found to be suffering from parental rejection. Stealing at camp suggests the possibility of a problem that is deep rooted and other personality problems are usually involved. There are several possible causes and the disposal by the child of the stolen items also helps in our understanding of him.

When the cause is the lack of sense of property rights, the parents have failed to teach their child an important aspect of social living and respect for others. An attempt can be made to rectify this gap in learning, but this is not a common cause. Very often the child steals things he does not need and gives them away to ingratiate himself with his fellow campers. When money is stolen, this, too, is often used to "buy" acceptance and the money is given away freely to those whom he seeks to please and thereby help him feel important. The desire to possess is not nearly as frequent a cause as the desire to please. Another frequent cause is vengeful feelings against authority which sometimes prompts stealing in order to annoy the parent or counselor. By this means the child asserts himself and rids himself of the feeling of being treated unfairly.

The commonest cause in the school age child is a need to overcome a sense of inferiority or a feeling of being different from the group due to perhaps a physical handicap, shabby clothes, overweight, and even being too well dressed. This cause expresses itself usually in bribery or "splurge stealing" as it is sometimes called. Very seldom does the child have a need for the money or the item. When we encounter this problem at camp we owe the child our best efforts to try and understand him. We must examine his behaviour in relation to his age, his social history, parental relationships, peer relationships, and his individual needs. Generally, the child is telling us he needs understanding and acceptance and is asking for help.

At camp, there is very little privacy and all behaviour is exposed, so that stealing is quickly detected and usually the culprit is readily identified. The child seldom acknowledges his guilt and he is able to fabricate any number of reasons for having the item in his possession. Stealing is not usually limited to his camp life but has been characteristic of his behavior at home. It is because of his failure to have his needs satisfied at home that he brings these same needs with him to camp, and he is fearful of his role at camp.

When a counselor is aware of a stealing problem in his group, it would seem wise to call a meeting of the campers and staff of that small group. The children should be given an opportunity in turn to express what they expect of their fellow campers with regasd to their personal

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LE VOL AU CAMP

par Elsie Palter
Traducteur, Janina Klee

Le vol est un symptôme commun de l'enfance Jusqu à l'âge de six ou sept ans, la façon dont les parents traitent un incident isolé est de la plus haute importance. Lorsqu'un cas se présente, l'enfant devrait être aidé à comprendre le droit de propriété. Les parents devraient accompagner l'enfant a rendre l'objet volé, expliquer que l'enfant a fait une faute, et que par là il à appris a respecter la propriété des autres. Cet incident peut servir à apprendre l'honnêteté à l'enfant et devrait être l'example de l'honnêteté dans la vie des parents et dans leurs relations avec leur enfant.

Lorsqu'il y a plusieurs cas de vol, et au delà de l'âge de sept ou huit ans, un problème existe et devrait être reconnu comme tel. Malheureusement, le vol est un symptôme fréquent rencontré par les parents ayant des problèmes avec leurs enfants. L'attitude envers le vol varie dans les cultures différentes. Par exemple, dans les quartiers pauvres des grandes villes le vol par enfants est assez accepté et pardonné, mais l'offence consiste a se faire prendre. Dans certaines zones des enfants volent des fruits dans les rues en jouent, et cette action n'est pas considerée comme une conduite indésirable.

Le vol chez soi est généralement consideré d'être causé par de mauvais rapports avec les parents, et dans ce cas l'enfant souffre souvent d'un sentiment de rejet. Le vol au camp suggère la possibilité d'un problème profond et d'autres problèmes de personnalité sont souvent en cause. Il y a plusieurs raisons possibles et l'usage que fait l'enfant de l'objet volé nous aide également à le comprendre.

Quand la cause est un manque de sens du droit de propriété, les parents ont echoué à apprendre à leur enfant un aspect important de la vie sociale et le respect des autres. Un effort peut être fait afin de rectifier cette lacune, mais ceci n'est pas une cause commune. Très souvent, l'enfant volé des objets dont il n'a pas besoin et les distribue afin d'entrer dans les bonnes grâces de ses compagnons de camp. Lorsque de l'argent est volé, ceci également sert à "acheter" l'acceptation et l'argent est distribué librement parmi les camarades a qui veut plaire, et ceci lui donne un sentiment d'importance. Le désir de possession n'est pas une cause aussi fréquente que le désir de plaire. D'autres causes fréquentes sont les sentiments de vengeance contre l'authorité, constituant un motif de vol ayant pour but de contrarier les parents ourle chef de camp. De cette façon l'enfant s'affirme et se débarasse du sentiment d'être traité de façon injuste.

La cause la plus commune dans l'écolier est le besoin de surmonter un sentiment d'infériorité ou le sentiment d'être différent d'un groupe, causé, par exemple, par un handicap physique, des vêtements râpés, l'apparances physiques en général, et même des vêtements trop riches. Cette cause s'exprime en général en corruption et en vol en masse d'objets inutiles. Rarement l'enfant a besoin de l'argent ou de l'objet. Lorsque nous rencontrons ce problème au camp, c'est notre devoir envers l'enfant de faire de notre mieux pour le comprendre. Nous devons examiner son comportement par rapport à son âge, son fond social, ses relations avec ses parents et ses amis, et ses besoins individuels. Généralement, l'enfant nous fait savoir son besoin de compréhension et d'acceptation et il attend de l'aide.

Au camp, il y a très peu d'intimité et toutes les actions sont exposées, ayant pour résultat que le vol et le voleur sont découverts très vite. L'enfant n'avoue pas souvent sa faute et il est capable d'inventer plusieurs raisons justifiant sa possession fant n'avoue pas souvent sa faute et il est capable d'un objet. D'habitude le vol n'est pas limité à sa vie au camp mais faisait partie de ses habitudes à la maison. C'est à cause du manque d'avoir ses besoins satisfaits chez lui qu'il apporte ces besoins avec lui au camp où il a peur de son rôle.

Quand un chef se rend compte d'un problème de vol dans son groupe, il serait saga de réunir les campeurs et les chefs faisant partie de ce petit groupe. On devrait donner aux enfants, à tour de role, l'occassion d'exprimer ce qu'ils attendent de leur camarades en ce qui concerne leur propriété

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Continued from page 7

on their own initiative.

We have cooperated with Red Cross and Royal Life Saving local instructors to offer water safety instruction programs to adults as well as to students of several grade levels.

Last spring Thornlea Secondary School held a three-day resident art experience for students of grades 9-11. The students and teacher agreed that this was the most productive period of the whole school year.

Four schools have used the camp for biology or natural science field study programs. Grade six through to grade thirteen students have been involved. There have also been several sessions in teacher training. Both on an in-service basis with a particular board and students from the College of Education have used the camp facilities for Outdoor Education.

Three schools have developed work-study programs in co-operation with the camp. Eight tent floors, a bridge, a sauna bath, forestry work, and fence building are some examples of contributory work, by four and five year technical boys from Cedarbrae Collegiate and Thornlea Secondary School.

A group of five-year Arts and Science students from Cedarbrae used the camp as a base from which to do an intensive study of the geography and economics of the nearby Holland Marsh.

At Don Head S.S. an extensive program is developing with Vocational boys and girls Day long trips as well as overnights are held. An excellent Leadership Training program is in operation. The student leaders plan and execute the program in co-operation with the teachers.

Last June the camp was the scene of a week-long resident French language camp. At "La Maison Francaise" forty students agreed to speak only French for an entire week. Plans are in progress to enlarge this camp next summer and to seek operation of a German language camp as well. While no extensive measurements have been made, the students involved in the French camp have generally improved in this subject in subsequent terms at school.

Forty students of Jane Jr. High School spent four days at camp. They pitched their own tents, cooked their own meals, and performed exercises in surveying, geography, mathematics and language arts. They also received instructions in canoeing, swimming and water safety.

Woodland, a Senior Elementary school used

our camp for a series of eight outdoor education days during January and February. A group of twelve outdoor activities was created, eight of which had to be completed during the day. Units included were:

—Melting snow to find the ratio of snow to water
—Measurement of the depth of snow and thereby a computation of the precipitation
—Temperature reading at different depths of the pond
—Study of the bud formations on trees
—Impressions of bark in cobbler's wax for later identification
—Study of the effects of winter on trees, e.g. the damage by rodents
—Study of animal tracks
—Construction of a shelter for two
—First-aid problem solving. What to do in case of an accident in winter
—Language arts — a description of experiences in French and English. Lab reports were also required
—Orienteering on snowshoes or skiis
—Snowshoes are provided to enable the students to travel in the deep snow to the locations of their field work
—Students planned and cooked their own lunch over an outdoor fire

The camp has also been made available to pupils from schools in grade 2-5 who entered into such activities as hikes, science studies, and picnic on a day basis.

Two Nursery schools have used the camp each June for a day of nature walks, games, and a picnic.

Since I happen to be a teacher as well as a Camp Director and since my prime responsibility is to my school, the bulk of the leadership for each of these programs described has been provided by the teachers of the schools concerned. The camp will, however, provide consultant services in establishing programs at no extra charge other than the rental fee.

If you wish to offer your camp for Outdoor Education, the first step is probably to contact the local teachers of science, physical education, geography, art, and languages, invite them to your camp and at the same time write to the Director of Education to inform him of the availability of the camp.

The Ontario Teachers' Federation will soon publish a Handbook on Outdoor Education in which will be listed camps which have shown an interest in being involved in this field. I hope those of you who do get involved enjoy it as much a I have.

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LAURENCE TAYLOR IN PRACTICE

by Mary Leggart, Camp Onawaw

Laurence Taylor at his sessions on leadership at the Ontario 1969 Conference, gave us many ideas and some very practical suggestions about total participation in discussion groups. Could we adapt this to the camp setting? He felt we could so we experimented. Our goal was to pass his information on to our counsellors so that they could use this method themselves. We felt that they must actually participate so that they would understand what it was like and how successful it could be.

The best time to try out anything new is during pre-camp training. We have an eight-day pre-camp for counsellors and two extra days for the department and section heads. We had discussed in town with as many of the senior staff as we could collect, what would be the general program for pre-camp and camp itself; only one definite decision was reached: that we try out the new technique. Of course this meant that the department and section heads had to be ready for anything!)

As I was to be the leader it was my job to find the warmest spot (it was still cool) with a suitable table and chairs, have paper and pencils available for everybody, ash tray, brown paper pinned to the wall for writing major decisions since we have no easel or chalk board, and to be there early to greet every one as she came in. Coffee was available for all who wished it. The right atmosphere is so important.

After everybody arrived I explained what we were to accomplish during these sessions so that we could plan the pre-camp program.

First we would introduce ourselves by our names (and our camp names if we had them) and as some of us were new and many of us hadn't seen each other since last year's camp, we would tell what we had done during the year to bring everybody up to date. Each person would be given one minute to do this therefore we had to choose a time keeper.

After the introductions they would be given a specific question to discuss and these were the ground rules.

Three minutes to think about the question. The paper and pencils were available for writing down ideas.

A volunteer would speak first and then the group would follow in a clockwise fashion.

One minute to speak.

The speaker could speak directly on the question or comment on previous answers.

or Pass and have time later if she so chose.

or Ask for silence for her time so that everyone could do some more thinking.

(We used a tape recorder which I felt inhibited some of the staff).

The question was: "What do you expect to get out of pre-camp?"

I acted as recorder and the main points were written on the paper for all to see.

It was time for a short break and coffee was served.

At the next session we worked on: "What do you think the counsellors want to get out of pre-camp?"

Since everybody knew the ground rules for this type of discussion we were able to make this session much shorter.

In the afternoon we talked about what had happened during the morning. We had found out what they wanted to do in the next few days, and so were able to prepare for the following day and the first two days of the counsellors' pre-camp.

Next we planned the discussion for the counsellors at their introductory session. Since the numbers would be far greater, they were divided into four groups, with the same number of new staff in each group. I had acted as leader, secretary and host but these tasks should be carried out by three persons. We discussed the role of leader, secretary and host.

The **leader** was to prepare the background information for the discussion. Ask for a volunteer for time-keeper; ask for a volunteer to speak first, and to be aware of and fully understand the ground rules.

The **secretary** to record all ideas.

The **host** to prepare the facilities as I had done at the opening session, to welcome the counsellors, and to take them to their particular group.

Continued on next page

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The senior staff were divided amongst the four groups and the leaders, secretaries and hosts decided upon.

At the opening session for the whole staff I acted as co-ordinator and explained what would be happening. Then each group followed the same procedure as we had done with the first group. The question this time was: "What do you expect to get out of pre-camp?"

Since there were four groups each group was asked to select the three most important ideas from their discussion. These were reported by the secretaries at the conclusion of the sessions, and written on the paper for all to see. A short time was alotted for questions or further ideas.

At the next session they considered: "What do you think the campers want to get out of camp?"

With these ideas we were able to finalize our pre-camp program and the first few days of the campers' program.

Actually the program was not very different from what we might have planned. It included reviewing their skills, with time to learn some new ones; to sing camp songs; to have theory sessions about groups, discipline, children, organization of trips and play days; explore the area by foot and by water, and have fun. The department heads wanted to get their departments and staff ready for the opening day of camp.

The big difference compared to former was the much greater participation, and enthusiasm. We had an extremely interesting and active pre-camp.

This technique of discussion was used in smaller groups and with senior campers, and wa very successful. This year we hope to try it with younger groups and with senior campers, and was very if it is explained carefully. Like all techniques it must not be over-worked.

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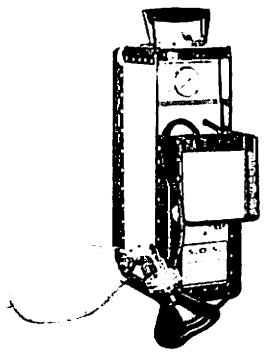

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It is relevant to glance briefly at our heritage and trace how, on this continent, there has been an evolution in attitudes to the middle space. The Indian for centuries tended to approach his natural surroundings as a friend. On foot, by canoe, or by horse and travois he moved from one setting to another, never really depleting his living environment and the resources it afforded for his survival. He lived in and with his surroundings in a state of harmony that he seemed to recognize was the only way to assure his continued existence. In his rituals he reflected his respect for the elements as he admitted his dependency on the world around him. Maka-ina, mother earth, and the four winds received his salutes around the council campfires.

The more recent arrivals and in particular the white man looked upon the wilderness as an enemy to be subdued and subdue it he did with all the energy and ingenuity he could muster. Hacking,, gouging, blasting, burning, scraping, digging, burying, flooding, cutting, draining, stripping, hunting and trapping were all included in his inventory of ways. True, much of it was essential, but so badly planned and with such little appreciation of consequences. What is even more disconcerting is that with all the experience that man has gained, confusion and indecision today haunts the land. Still, values remain blurred and ill-defined, fluctuating according to convenience. We blunder along over Spadina Expressway issues, waste disposal, highways, mines and quarries, energy plants, subdivisions, huge public campsites in parks and industrial developments. Although I am not a pessimist, I can understand the predictions of a Doxiades who suggested that present trends cannot but lead to disaster.

Really there is no need to turn man into a slave of the machine. The intent when the machine age dawned was that man would be freed from the mundaneness of life, the boredom of routine occupation, the disproportionate time required to pursue a livelihood but man has succumbed and surrendered. He runs hither and thither often aimlessly and without cause, feeling a compulsion to dance to the ticks of the clock, one of the earliest machines.

We could, indeed, get much better service from machines of all kinds if we understood the necessity of preserving human values — of being concerned less with the quality and much more with the quality of life. This will require a shift in a value system which is very much oriented to the quantitative aspects of living.

Winston Churchill pointed out "We shape our cities and then they shape our way of life". Whether or not we really shape our cities is open to assessment. As it stands now, the one-third of our daily time which we might devote to leisure, pleasure and thought is invaded by enormous community problems, not the least of which is traffic and transportation. Yet it is that time which makes the difference between man and animal, a free citizen or a slave.

This leads to the inner space frontier which requires our constant vigilance. There are strong tides of intolerance, greed, envy, waste, sensuality, brutality, self-centerdness, indifference, misunderstanding, lack of trust. History reveals these are not new but in a crowded planet their proportions are frightening. Such considerations make the challenge of positive self-concept a very relevant one. The way we regard ourselves and the manner in which we relate to other persons are interdependent considerations. Tennyson spoke of "self-reverence, self-knowledge, self-control" leading to "sovereign power".

The questions that follow might serve as a guide to those who see in self-concept an area for cultivation:

1) How can a person feel liked unless somebody likes him?
2) How can a person feel wanted unless somebody wants him?
3) How can a person feel acceptable unless somebody accepts him?
4) How can a person feel able unless somewhere he has some success?
5) How can a person feel important unless he is important to someone?

In a study entitled "The Influence of School Camping on the Self-Concepts and Social Relationships of Sixth Grade School Children" by Jerome Beker, Teachers' College, Columbia University, it was learned that camping (5 days) can have a marked positive impact on children's self-concepts and to a slightly lesser degree on their social relationships as well. The precise nature and depth of this influence and its specific determinants, however, remain obscure. If the specific elements in the experience and climate, that tend to promote camper growth can be identified, it may be possible to apply them elsewhere, e.g. classroom, recreation, etc. An understanding of the impact of camping may suggest ways of increasing the potency of educational and recreational settings.

In the adventure of exploring the inner space, the middle space may become a very prominent partner. The joys of the open provide opportunities for understanding and nourishing the inner space; not to escape from reality but to learn to cope with it. To be in tune with the natural rhythms of life affords a time to see oneself in a new perspective, to begin to see how one fits into the spectrum of life and living things.

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In relating the inner and middle spaces, the camping movement has an unusual opportunity. Historically there has been an attempt to regard the central mission of camping as one in which the natural environment has played a fundamental role in developing the human resource. The uniqueness of camping has generally been in the way the natural world has become involved as a tool for the positive development especially of young persons. In the beginning it was not necessarily a concious or deliberate effort but nonetheless it happened. In examining modern camp programmes and leadership styles there appears to be a lack of emphasis in relating to the middle space. The middle space deserves a great deal more attention by camping leadership than it is currently receiving. This issue becomes more urgent when it is realized that in camping is the finest opportunity to build enduring insight into the natural environment; its diversity; its adaptive strategies; its ceaseless change; and its limitless interrelationships. Apart from its application to a qualitative life and all that might apply there is, as mentioned earlier, the ever present relationship to man's survival . . . This is the trailer truck that polluted the air which polluted the clouds which polluted the rain that fell to earth and polluted the land which polluted the plants and the water . . . and poisoned man . . .

The kind of rapport that is desirable with the natural world can be gained through a wide range of multi-sensory based experiences:

—hearing the friendly call of a chickadee on a cross country snowshoe trek
—enduring the sting of a tough portage
—testing the palatability of a survival food
—guiding a canoe through swift determined waters
—fashioning a thing of beauty from driftwood
—discussing how things were done by those who lived a different way
—observing the patterned pursuits of bees in a hive
—playing in the clean water of a sheltered bay
—pausing to wonder at the confident flight of migrating geese
—attempting to translate or canvas the orange sky and lengthening shadows of evening.

In all of these the participant, the camper is active, discovering, exploring, experiencing fun and excitement, contemplation and meditation. The inner space is being profoundly affected!

In summary, the theme of this discussion has been to emphasize that the inner and middle spaces are modern frontiers and that they are interrelated. Further the camping movement has a front line responsibility to explore those spaces and chart them for those who come into the sphere of influence of camping leadership. In striving toward a quality life goal, camping leaders are indeed spacemen of the highest order.

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property and what they feel is required of them. There should be no accusations at this meeting, only an expression of expectation and finally a consensus should be reached by the group in this matter. Each child could be asked to write the name of the person whom they believe has been guilty of stealing and this information must be treated confidentially. The child can then be helped privately and when he feels ready to accept the rules laid down by the group, express his mistake at a later meeting and state his desire to accept group rules.

We can help this camper. We must find ways in which he is important, either in his contribution to cabin life or the wider camp program. He needs individual attention, he needs to succeed and with this he has to feel that he is accepted. It is possible that the special attention, approval, and affection that he receives at camp will eliminate the stealing problem while he is in our care. At all times, we must be very direct and honest with him about his behaviour without making him feel "bad", "undesirable", and "unwanted". By dealing with our feelings for him in this honest manner and showing him that we care about him, not only in an intellectual way, but emotionally, it will give him strength and courage to achieve acceptance in a positive manner.

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privée et ce qu'à leur avis on attend d'eux. Les accusations devraient être évitées à cette reunion, et un accord devrait être obtenu par le groupe. On pourrait demander à chaque enfant d'écrire le nom de la personne qui, d'après eux est le coupable, et cette information devrait être traitée confidentiellement. L'enfant pourrait alors recevoir de l'aide privée et quand il se sent prêt à accepter les regles décidées par le groupe, avouer sa faute a une réunion prochaine, et exprimer son désir d'accepter les règlements du groupe.

Nous pouvons aider le campeur. Nous devons découvrir les moyens par lesquels il se sent important, ou bien dans sa contribution dans la vie des cabines, ou bien dans un programme plus étendu, se rapportant au camp entier. Il a besoin d'attention individuelle et il a besoin de réussir et avec ceci il doit sentir qu'il est accepté. Il est possible que l'attention spéciale, l'approbation et l'affection qu'il reçoit au camp suprimera le problème de vol durant le temps passé avec nous. De toutes facons, nous devons être honnêtes avec lui à propos de son comportement sans qu'il se sente "mauvais" ou "indésirable". En traitant de nos sentiments pour lui de cette façon honnête et en lui montrant que nous nous soucions de lui, pas seulement sur le plan intellectual, mais aussi sur le plan émotionnel cela lui donnera la force et le courage nécassaires pour obtenir l'acceptation de façon positive.

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un camp d'éducation générale?
Autant de questions que les directeurs ont le devoir de se poser et auxquelles ils doivent apporter des réponses précises. La réalisation de ces objectifs sera ensuite l'objet de tous leurs efforts.
Pour y répondre, les autorités du camp doivent étudier attentivement la charte civile du camp s'il est incorporé.
D'habitude, c'est le document qui renseigne le mieux sur les buts que se proposaient les fondateurs du camp.
Si le camp n'est pas incorporé, il doit se trouver des documents ou des personnes qui sachent très bien le pourquoi de la fondation du camp.
L'inventaire racontera qu'il y a eu des amendments qui ont orienté le camp et l'ont fait evoluer autrement. C'est l'occasion pour les administrateurs de penser à structurer des buts à la taille et à la dimension qu'ils veulent pour le camp qui a une fonction sociale à jouer dans un milieu donné.
Il est beaucoup plus facile de réaliser alors les objectifs quand ceux-ci sont clairs et précis afin de tendre à une excellence.

2—Une auto-critique du camp.

La seconde étape de l'accréditation consistera en une **auto-critique du camp.** Les objectifs définis, il faut être capable de les atteindre avec les moyens dont on dispose. Tout le personnel devra être mobilisé pour dresser un inventaire positif de toutes les possibilités, non pas dans un souci d'auto-défense, mais dans une perspective d'auto-critique i.e. une **analyse** précise de la situation actuelle du camp dans tous les domaines. Le texte des normes nouvelles que tous ont recu est l'instrument principal de cette evaluation. Pour procéder à l'élaboration de ce travail, il est utile pour le directeur de s'entourer des personnes les mieux qualifiees de son personnel.
L'inventaire portera tour à tour sur:

a) **L'Administration:**

Le camp possède-t-il la structure administrative la plus apte à le faire progresser? Son organisation est-elle périmée ou répond-elle aux besoins? Y a-t-il suffisamment de personnes présentes au conseil du camp? La linge de l'autorité est-elle bien respectée dans l'organigramme? La fonction de chacun des responsables sont-elles bien établies et connues? Y a-t-il un Coutumier du camp? . . .

b) **Le Programme:**

Les objectifs du programme d'activités du camp sont-ils en accord avec la philosophie du camping? Répondent-ils à ce que le camp peut offrir? Le camp dispo-t-il d'un personnel suffisant en qualité et en quantité, de locaux et équipement requis pour que le programme puisse être offert avec excellence? Ce programme est-il concu et appliqué de façon que le camp puisse rencontrer dans le détail les exigences des objectifs.

c) **Les ressources:**

Le camp dispose-t-il de tout l'apport matériel nécessaire et indispensable à la réalisation du programme d'activités?
L'énumération qui est faite en ce sens dans les normes se trouve-elle dans le camp?

d) **La Vie des campeurs et campeuses:**

Les jeunes qui vivent au camp acceptent-ils de bon coeur les activités du camp? Quel climat règne au camp chez les campeurs? Des changements au programme de la vie des campeurs ont-ils lieu d'être apportés pour repondre à leurs désirs légitimes?
Les moniteurs et monitrices sont-ils intéressés à la vie des campeurs et campeuses? Le camp a-t-il prévu pour eux des moyens de veiller à leur santé physique et morale? La vie spirituelle du camp est-elle integree dans l'oeuvre ou fait-elle partie d'activités qui s'ajoutent sans lien avec le reste?

e) **Les finances du camp:**

Quelle est l'organisation prévue pour l'administration financière du camp? Les ressources en argent d'où proviennent-elles? Y a-t-il un plan à long terme prévu pour le developpement et l'amélioration du camp? Peut-on financer l'achat de tout le matériel indispensable?

f) **L'hygiène, la santé et la sécurité:**

Les installations répondent-elles aux exigences des normes au points de vue hygiène et sécurité? L'analyse de l'eau potable et celle de la plage, le lait, la réfrigration, la propreté des locaux sont-ils l'objet incessant des membres de la direction?
La place de bain et les embarcations et ceux qui les dirigent offrent toutes les garanties de sécurité.

Comme on peut le constater, il ne s'agit pas d'une enquête banale, mais d'une veritable **prise de conscience** par tous les responsables de tout ce qui existe dans le camp. Travail très important qui amènera tout le personnel à discuter, à échanger des idées, à proposer des améliorations dans un esprit démocratique.

Ce bilan établi, il faudra chercher les points où des changements efficaces sont désirables. On visitera d'autres camps de même type qui sont reconnus comme sérieux et progressifs. On cherchera ce qu'il y a de neuf dans les méthodes exposées dans des revues pour essayer de les adapter dans son camp.

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C'est le côté progressif de l'accréditation: vouloir pour son camp ce qu'il y a de meilleur, de plus parfait, non seulement d'une façon passagère, mais permanente.

L'accréditation va obliger à refaire constamment cette auto-critique, à avoir sans cesse le souci de contrôler les résultats obtenus en regard des objectifs fixés.

Le camp qui fera cette démarche d'esprit sera accrédité. Il sera alors considéré par le Comité des Normes de l'ACQ comme sérieux parce qu'il se conformera aux exigences des normes.

Encore une fois, **ce sont les camps qui feront leur propre accréditation, le visiteur va seulement la constater officiellement.**

L'accréditation du camp accomplie, c'est le rôle des dirigeants de l'ACQ par le Comité des Normes de le suivre de près; et tous les 2 ou 3 and environ, un contrôle des résultats et une réévaluation de ses progrès sera reprise.

5. AVANTAGES DE L'ACCREDITATION

L'accréditation sera donc pour les camps un **stimulant.** Mais ce n'est pas le seul avantage. Si les camps lui sont redevables d'un sérieux accru et publié, la société, les parents, les moniteurs et les campeurs en retirent également de précieux profits.

1—Aux camps, l'accréditation **assure:**
- a) le **serieux** dans l'ordre administratif en obligeant à recourir à une structure administrative efficace et stable.
- b) le **sérieux** par cette auto-critique périodique.
- c) **l'intéret** du public et des parents qui font facilement la distinction entre un camp de classe et un autre moins bon. Et cela pas nécessairement à cause du prix de la pension.
- d) le **concours** d'un personnel excellent qui sera toujours intéressé à travailler dans un camp dont le sérieux est reconnu officiellement.
- e) l'**aide financière** des gouvernements et des compagnies que les camps pourraient recevoir.

2—A la société, l'accréditation **assure:**
- a) une **protection** contre les les camps qui n'ont aucune valeur et qui prétendent avoir le droit d'ouvrir leurs portes.
- b) **le maintien** de normes très élevées.
- c) le **bon usage** des sommes versées par l'Etat ou par les organismes d'oeuvres de charité.

3—Aux parents et aux campeurs, l'accréditation **permet:**
- a) de **choisir** avec plus de facilité des camps de qualité.
- b) de les **protéger** contre des organisations où manquent certains éléments de sécurité et d'hygiène.

4—Aux moniteurs et monitrices, l'accréditation **garantit:**
- a) la **participation active** à la vie du camp.
- b) la **possibilité** de travailler durant l'été dans un milieu d'éducation valable.

Pour tous, l'accréditation des camps est une protection parce qu'elle répond à des impératifs de QUALITE.

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